

IHE Bachelor Performance Report

NC State University

2013 - 2014

Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the Preparation of Professional Educators. Since July 1, 2010, Dr. M. Jayne Fleener has provided leadership for the unit's 44 licensure programs (59 if initial and advanced programs are counted separately). All licensure programs are administered and housed in the College of Education with the exception of three programs administered in two other colleges. The College of Education consists of four departments: Leadership Policy and Adult and Higher Education, Curriculum, Instruction & Counselor Education, Science, Technology, Engineering, & Mathematics Education, and Elementary Education.

Special Characteristics

The College of Education at NC State University is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals professional educator preparation programs at NC State University focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of that content. For example, the Department of Science, Technology, Engineering, & Mathematics graduates more STEM teachers than any other university in the state of North Carolina. The College of Education collaborates with the College of Physical and Mathematical Sciences to allow some students to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members and professional advisors mentor and advise candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with year-long student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to public school classrooms in North Carolina.

Program Areas and Levels Offered

The College of Education at NC State offers initial licenses at the bachelor's level in the following areas: Elementary Education, Middle Grades Education (Language Arts, Social Studies, Math, Science), Secondary Education (Mathematics, Science, Business and Marketing Education, Technology Education, Special Education: General Curriculum, English as a Second Language). The College of Education offers graduate programs in the following areas: Elementary Education (M), Middle Grades Language Arts & Social Studies (M, S, D), Middle Grades Mathematics (M, S, D), Middle Grades Science (M, S, D), Secondary English (M, S, D), Secondary Mathematics (M, S, D), Comprehensive Science (M, S, D), Comprehensive Social Studies (M, S, D), Reading (add-on, S, D), Exceptional Children – Behaviorally Emotionally Disabled, Mentally Disabled, Specific Learning Disabilities (M, S, D), Business & Marketing (M), Technology (M, S, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, S, D), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences the College of Education offers initial licenses at the bachelor's level in the following areas: Secondary English, Second Language Studies – French, Spanish, English as a Second Language (add-on), and School Social Work. In addition to the undergraduate programs the College offers graduate degree programs in the following: Second Language Studies – French, Spanish, in conjunction with the College of Humanities and Social Sciences and in conjunction with the College of Agriculture and Life Sciences the College of Education offers initial licenses at the bachelor's level and graduate degrees in Agricultural Education (B, M, S, D).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Wake County Public Schools	Proficiency-based teaching; NC World Language Essential Standards	One day workshop for WCPSS 9-12 World Language teachers. The workshop focused on national and state world language standards, proficiency levels (ACTFL Guidelines) and designing task-based lessons to move	Teacher Bootcamp: August 7, 2013 / Knightdale: Novemb	Teacher Bootcamp: 31 / Knightdale: 6 / Language Coaching:	1) Teacher Bootcamp: The goals were to involve world language

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		<p>students forward in their ability to communicate in the target language. The workshop was free to teachers and evaluations showed that they learned a great deal and enjoyed the workshop. (http://teacherbootcamp.weebly.com/). As a follow-up to the workshop, a 2 hour session on teaching grammar communicatively at Knightdale High School for the World Languages Department was held. A meeting with the World Language Coordinator for WCPSS to discuss further partnerships with NCSU and WCPSS was also held.</p>	<p>er 2013 / Meeting with WLC: November 15, 2013 / Language Coaching : March - April, 2014</p>	<p>20+</p>	<p>teachers in an interactive workshop so that they would be able to identify proficiency standards and connect them to the NC WLES; analyze what proficiency means in order to create proficiency-based learning tasks; create assessments that evaluated what students can do with the language. / / 2) Knightdale HS: The</p>

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					goals of this session were to engage world language teachers so they could recognize the importance of teaching grammar in context, identify steps to teaching grammar, brainstorm on various authentic text resources, and create a contextual lesson.
Edgecombe, Greene, Chatham, Franklin and Mooresville Graded School District	Scaling Up STEM Learning with VCL. Work with assist teachers in using Geometer's Sketchpad	Provided summer institute for 25 teachers. Visited teachers in schools and provided online PD. Work with teachers in using Geometer's Sketchpad and Fathom in high school mathematics classrooms.	June 2012-June 2013	25 teachers	There was a significant increase in teachers' knowledge of teaching Algebra. Increased use of GSP

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	and Fathom in high school mathematics classrooms.				and Fathom for teaching Algebra.
Wake County	Support practicing elementary teachers in increasing children's engagement in mathematics discourse and also consider research-based learning trajectories in their instruction.	Project AIM: in 12-13 and in 13-14 we offered a 40-hour professional development program for second grade teachers in Wake County.	Fall 2012 – Spring 2014	100+	Our outcomes show teachers' growth during project participation.
Wake County Durham Public Schools	Support practicing elementary teachers in increasing children's engagement in mathematics discourse and also consider research-	Project LTBI: in 12-13 we offered 55 hrs of professional development.	Fall 2012 – Spring 2014	47	Our outcomes show teachers' growth during project participation.

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	based learning trajectories in their instruction.				
Wake County Johnston County	Integrating writing and technology and the Common Core	Teacher study abroad at the University of Surrey in England to learn about strategies for integrating student writing and technology as influenced by cultural exchanges and international experiences. Major activities to date include: interviews with 2013 program applicants (March 16, 18, and 19, 2013); four Saturday classes for summer 2013 program (April 20, May 18, June 15, and June 29); study abroad travel and classes over 18-day period in summer 2013 (July 17-Aug 3, 2013); and interviews with 2014 program applicants (March 22, 24, and 25, 2014). Teachers are funded to participate in this prof dev. program.	2012 - 2014	40	Data indicate positive impact of the pd program on attitudes about oneself as a writer and teacher of writing and of using writing to learn, as well as increased confidence and facility with using multi-media tools in instruction. Additionally, impact on cultural attitudes was positive.

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Durham Public Schools	Geosciences in High School program	The program aims to promote geoscience and career education among students of color (n = 80) in two local high schools in Durham. Field trips, lab work, career education and groups, parent workshops, and summer camp and internships are offered. The goals are to prepare more students of color to study science and geoscience in universities, increase student knowledge and interests in science occupations, promote professional development of science teachers and awareness of natural environment in the community.	2012 - 2015	80	In Year One program, students were found increased in their science knowledge and skills as well as their interests and knowledge about science occupations. Also, they were found to have better career decisions.
Wake County	1. Prepare teachers to teach a one-year high school curriculum in mathematics using mathematical-based decision-making tools to	Two-week workshop for high school mathematics teachers interested in / teaching the NSF funded MINDSET curriculum in their classes.	July 2013 – July 2014	20	The teachers received professional development using the MINDSET: Mathematics of Decision Making (applied

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	<p>teach standard content through multi-step problem solving and interpretation of results 2. Improve students' problem-solving ability using mathematics</p>				<p>mathematics) curriculum. The professional development involved mathematical content, use of excel, assessment, and pedagogical strategies. The teachers used the curriculum during the 2013-2014 school year.</p>
Durham Public Schools Franklin County Schools	Teacher Professional Development	<p>History Link: Professional development activities specifically related to the teaching of American history.</p> <p>These teachers had the opportunity to improve their content knowledge, travel to historical sites, and develop new teaching strategies. Follow-up interviews and classroom visits have demonstrated that they are</p>	August 2008 – July 2013	109 teachers from 15 schools.	Data from the evaluation indicates the program has had a positive impact on the teacher-participant

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		actively integrating these new strategies into their teaching. Each year we worked with a new cohort of teachers (some returned from year to year).			s in the Teaching American History grant program. Currently we are evaluating the long term impact of this program on the teachers and their students
Various	A) Teacher Professional Development and Capacity Building	<p>Met with Neill Kimrey, Section Chief of Instructional Technology with the Department of Public Instruction, to plan for a new initiative known as "IMPACT in the Classroom" with a cohort of 52 teachers earning a cross-university Master's degree in Instructional Technology.</p> <p>Helped co-develop a new course on mobile learning for the program, and register the cohort for classes at NC State with complicated invoicing to multiple schools. Taught a fall 2013 course on digital video to the cohort. A collaborative project between UNC-C, NC State, and Appalachian</p>	2012 - 2014	64 Teachers	A) the Friday Institute conducted a full-scale evaluation of the IMPACT in the Classroom initiative; beyond 52 teachers earning a master's degree and serving as technology leaders in

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		State.			their schools.

B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The College of Education at NC State University believes that technology integration and digital learning is at the heart of a 21st century education degree. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to school classrooms. Our technology goals also align with the North Carolina State Board of Education in that teacher candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. As a 1:1 college each of our candidates comes to NC State with his/her own laptop and is instructed throughout the course of their program in the effective use of technology in the classroom for collaborative knowledge construction. Pre-service teachers in the College of Education have the opportunity to experience digital learning embedded in coursework, participate in a college-wide 1:1 computing environment, take online asynchronous and blended courses, develop technology-rich lesson plans, practice technology skills in productivity and presentation, and more to help them become technology savvy teachers ready to embed digital learning in their content and classrooms. Our conceptual framework includes a focus on educating students with content-specific strategies including technology integration and we do this in a variety of ways.

For more information please visit

<http://ced.ncsu.edu/student-life/11-laptop-initiative>
<http://ced.ncsu.edu/licensureaccreditation/professional-development>

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

The College of Education has taken several steps to ensure elementary and special education candidates are prepared in scientifically based reading and mathematics instruction and that they are prepared for the new Foundations of Reading and General Curriculum licensure exams. Immediately upon approval of the legislation, the faculty engaged in a curriculum review to ensure appropriate content coverage and adjustments were made to the Readings Methods course (ELM 330 and ELM 335) to infuse content from the Foundations of Reading testing into these courses. Simultaneously, the Assistant Dean and Elementary Education Department Head met with all students subject to the new licensure exams to discuss the how the college would ensure their preparation. An additional elective course in linguistics was added to the curriculum, students will take the General Curriculum test prior to formal admission and student teaching (sophomore year) and the Foundations of Reading Test prior to student teaching and right after their Teaching of Reading course (Spring of JuniorYear). Students who do not pass the test will have the option of completing a 0 credit remedial course in the summer or fall before re-taking the exam. Additionally, three NC MTEL Study Hall sessions were offered during which Elementary Education volunteered their time to help answer specific questions from the practice tests.

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

All candidates in the College of Education including those preparing to teach in elementary schools are prepared to apply formative and summative assessments within the school and classroom setting. Candidates begun insruction in assessment practice early in their career in their Introduction to Teaching course. Following the Introductory course candidates take our two assessment courses. The first course provides instruction in formative and summative assessment and analysis. The second course is structured as a “professional learning team” where candidates work with practicing teachers who instruct in how to use class and school level data. Finally, while in their year-long

student teaching placement candidates are required to engage in every professional aspect of teaching including the use of technology-based assessment systems located in NC public schools that measure and predict expected student improvement.

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Elementary Education candidates in the College of Education are required to pass ELM 450: The Arts for Elementary Education. The course is offered each Fall and students complete it prior to full-time student teaching. The course is designed to prepare candidates to integrate the arts; visual, music, dance, and drama into the content areas. This course is taught by Brenda Wheat Whiteman an A+ Arts Education Specialist. Student evaluations of this course have been consistently at or above the department mean.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	4	American Indian/Alaskan Native	2
	Asian/Pacific Islander	3	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	24
	Hispanic	4	Hispanic	7
	White, Not Hispanic Origin	125	White, Not Hispanic Origin	373
	Other	9	Other	25
	Total	153	Total	438
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total		Total	2
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	2	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	16	Black, Not Hispanic Origin	42
	Hispanic	3	Hispanic	10
	White, Not Hispanic Origin	96	White, Not Hispanic Origin	133
	Other	4	Other	1
	Total	121	Total	201

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	72	72
Secondary (9-12)	174	174
Special Subject Areas (k-12)	32	32
Exceptional Children (K-12)		
Total	278	278
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,212
MEAN SAT-Math	558
MEAN SAT-Verbal	560
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	25
MEAN PPST-Combined	530
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	182
MEAN CORE-Combined	*
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	8	49		
Middle Grades (6-9)	16	36	55	
Secondary (9-12)	17	38	73	
Special Subject Areas (K-12)	3	1	23	
Exceptional Children (K-12)				
Vocational Education (7-12)	20	19	50	
Special Service Personnel				
Total	64	143	201	
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	47	100
Institution Summary	47	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	8	178	7	12	2	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	142	8	40	10		
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	307	98	73
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Wake Co Schs	1,590
Johnston Co Schs	320
Durham Public Schs	145
Guilford Co Schs	121
Charlotte-Mecklenburg Schs	120
Harnett Co Schs	80
Cumberland Co Schs	74
Winston-Salem/Forsyth Schs	68
Franklin Co Schs	63
Alamance-Burlington Schs	53

**I. Satisfaction of program completers/employers with the program in general
and with specific aspects of the program, as rated on a 1 (lowest) to 4
(highest) scale.**

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
86	1	33